



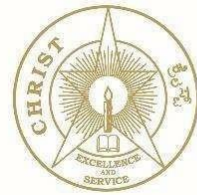
## **Criteria I Curricular Aspects**

### **1.1 Curriculum Design and Development**

#### **Metric 1.4.1**

#### **School of Business and Management**

<b>S.No</b>	<b>Particulars</b>
1	Department Feedback Analysis Report on Curriculum 2022-23
2	Minutes of the Board of Management 2022



**CHRIST**  
(DEEMED TO BE UNIVERSITY)  
BANGALORE • INDIA

**CURRICULUM FEEDBACK ANALYSIS  
REPORT FOR THE ACADEMIC YEAR  
2022-23**

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# **FEEDBACK ANALYSIS REPORT OF SCHOOL OF BUSINESS AND MANAGEMENT ON CURRICULUM FOR ACADEMIC YEAR 2022-23**

## **1. Introduction**

Feedback is crucial in determining if the chosen approach is effective in reaching the established goals. In the process of designing, developing, and revising curricula, feedback is essential for achieving the intended outcomes. Stakeholders should have input on the desired results at the conclusion of a course or program, which is a key aspect of outcome-based education. CHRIST (Deemed to be University) has implemented a comprehensive 360-degree feedback system involving various stakeholders such as students, alumni, employers, industry and academic experts, parents, and others. This approach goes beyond merely collecting feedback; it also involves a thorough analysis to identify areas for improvement, potential new programs, and the effectiveness of ongoing revisions. Based on the findings, strategies are developed to create appropriate action plans for enhancement in subsequent academic years. The university continuously strives to ensure that all programs' curricula are up-to-date, preparing students for a well-rounded future in today's competitive world.

CHRIST (Deemed to be University) has implemented a policy requiring all departments to gather feedback on their curricula. This analytical report provides a detailed examination of the School of Business and Management, including the feedback collected, the nature of the responses, areas for improvement, and actions taken as a result of the analysis. The report first presents the number of responses gathered for the BBA, then delves into the nature of the responses and the stakeholders' opinions regarding the current curriculum. The final section of the report addresses the actions taken in response to the feedback received during the 2022-23 academic year, as well as the plans initiated for the upcoming 2023-24 academic year.

## **2. 360-Degree Structured Feedback**

As has been a practice, the University Internal Quality Assurance Cell (IQAC) provides feedback forms from the following stakeholders

1. Students
2. Alumni
3. Parents
4. Teachers
5. Industry Experts

The questionnaire has been carefully designed to consider the programs provided by the School of Business and Management, taking into account all aspects necessary for regular curriculum revisions and the introduction of new courses and programs across departments. The survey distributed to various stakeholders can be found below.

## 2.1 Feedback Form for Students

The feedback forms utilize a 5-point scale, with 5 being the highest score and 1 being the lowest. The student feedback questionnaire helps determine if the established curriculum aligns with outcome-based education principles, fosters a research-oriented mindset among students, and encourages curiosity and a lifelong learning attitude. These factors contribute to the department's mission fulfillment, ultimately leading to the realization of its vision. The questionnaire provided to students can be found in Table 1 below.

How well does the content of the syllabus satisfy the stated objectives of the curriculum?
How well does the content of the syllabus satisfy the learning outcomes?
Coverage of advanced topics in the syllabus?
Enhancement of your knowledge and skills in the relevant domain through the syllabus?
Effectiveness of the syllabus in developing critical/ analytical thinking?
Relevance of textbooks and reference materials prescribed to the content of the syllabus?
Effectiveness of the syllabus in orienting the students towards higher education?
Effectiveness of syllabus in enabling students to apply knowledge in real-life situations?
Weightage is given to employability in the design and development of the syllabus?
Encouragement of self-study through the syllabus?
Development of a research-based approach through the syllabus?
Overall rating of the syllabus?

Table 1: Questionnaire to Students on the Curriculum

## 2.2 Feedback Form for Alumni

Alumni are instrumental in evaluating whether the curriculum effectively prepares individuals to thrive in a dynamic environment, instills curiosity for pursuing advanced research, and inspires them to become successful entrepreneurs who contribute to the country's development. With these considerations, a questionnaire has been designed for alumni, which can be found in Table 2 below.

Alignment of the syllabus with the program objectives?
Coverage of advanced topics and current trends in the syllabus
Relevance of the electives offered in the syllabus?
Weightage is given to employability in the design and development of the syllabus?
Effectiveness of the syllabus in meeting the expectations of the industry?
Enhancement of industry-specific skills of the students?

Table 2: Questionnaire to Alumni on the Curriculum

## 2.3 Feedback Form for Faculty

Faculty members serve as the foundation for success in any higher education institution, and their feedback is crucial in determining whether the established curriculum provides students with a solid grasp of the fundamentals in their programs of study. The questionnaire also assesses whether the curriculum enables students to apply their knowledge to complex problem-solving and if the syllabus is up-to-date, preparing students for advanced studies and research. Table 3 below presents the questions posed to teachers during the feedback survey process.

Does the curriculum satisfy the stated objectives and learning outcomes?
Do you have continuous processes to propose, modify, suggest and incorporate new topics in the curriculum?
Is the curriculum effective in developing independent thinking?
Does the departmental level expert committee meet to review the curriculum?
Does the curriculum enhance your knowledge in the subject area?
Does the curriculum enable the students to apply their knowledge in real life?
Does the curriculum demand the teachers for research inclusive teaching?

Table 3: Questionnaire to Faculty on the Curriculum

## 2.4 Feedback Form for Parents

Parents, as stakeholders, hold a vital perspective in helping identify areas for ongoing improvement. The table below displays the questionnaire distributed to parents during the feedback collection process.

Effectiveness of the syllabus in orienting the students towards higher education?
Weightage is given to employability in the design and development of the syllabus?
Components of value-based education in the syllabus?
Components in the syllabus to serve the needs of society?
Development of a research-based approach through the syllabus?
Encouragement of self-study through the syllabus?
Enhancement of students' personality through the syllabus?

Table 4: Questionnaire to Parents on the Curriculum

## 2.5 Feedback Form for Industry Experts

A comprehensive 360-degree feedback process should incorporate input from all relevant stakeholders. To determine if the established curriculum is industry-relevant and up-to-date with current trends in the respective field, feedback must be collected from industry experts with extensive domain knowledge and employers who have hired the university's graduates. Table 5 below showcases the questionnaire included in the feedback form distributed to industry experts.

Alignment of syllabus with the program objectives?
Coverage of advanced topics and current trends in the syllabus?
Relevance of the electives offered in the syllabus?

Weightage given to employability in the design and development of syllabus?
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Table 5: Questionnaire to Industry Experts on the Curriculum

With the above feedback forms devised for various stakeholders, the departments have collected the above-mentioned feedback forms and for the academic year of 2022-23, the following number of feedback responses were collected from the various stakeholders mentioned above.

Category of Stakeholder	Number of Responses
Students	109
Alumni	10
Faculty	33
Parents	06
Industry Experts	05
<b>TOTAL NUMBER OF RESPONSES</b>	<b>163</b>

Table 6: Number of Feedback Responses on Syllabus for 2022-23

The above-mentioned responses were analyzed based on the category of stakeholder and the below section gives a detailed report of the same.

### 3 Feedback Analysis of Stakeholder's Feedback on Curriculum

Based on the responses given by the stakeholder a feedback analysis is done to identify the area of improvement and incorporated their suggestions into the curriculum.

#### 3.1 Feedback Analysis of Student Feedback on Curriculum

For the academic year of 2022-23, the feedback collected from the students was analyzed and the following tables give us an overall understanding of how the students feel about the curriculum for their respective programs of study.

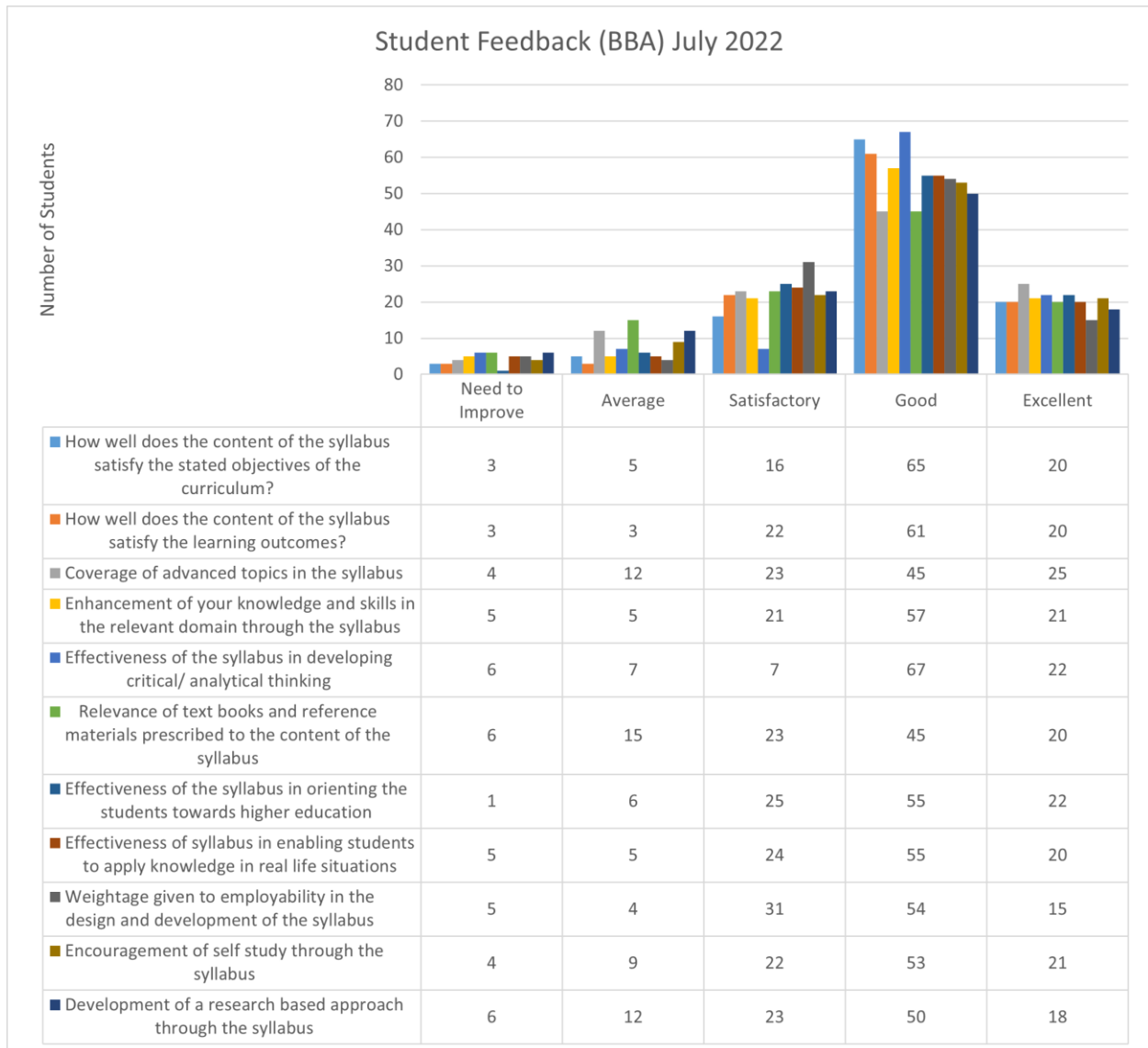


Figure 1: Graphical Representation of Student responses on Curriculum 2022-23

From the figure 1, it can be easily made out that approximately the responses are satisfactory and above and hence there are no major concerns arising out of the feedback responses.



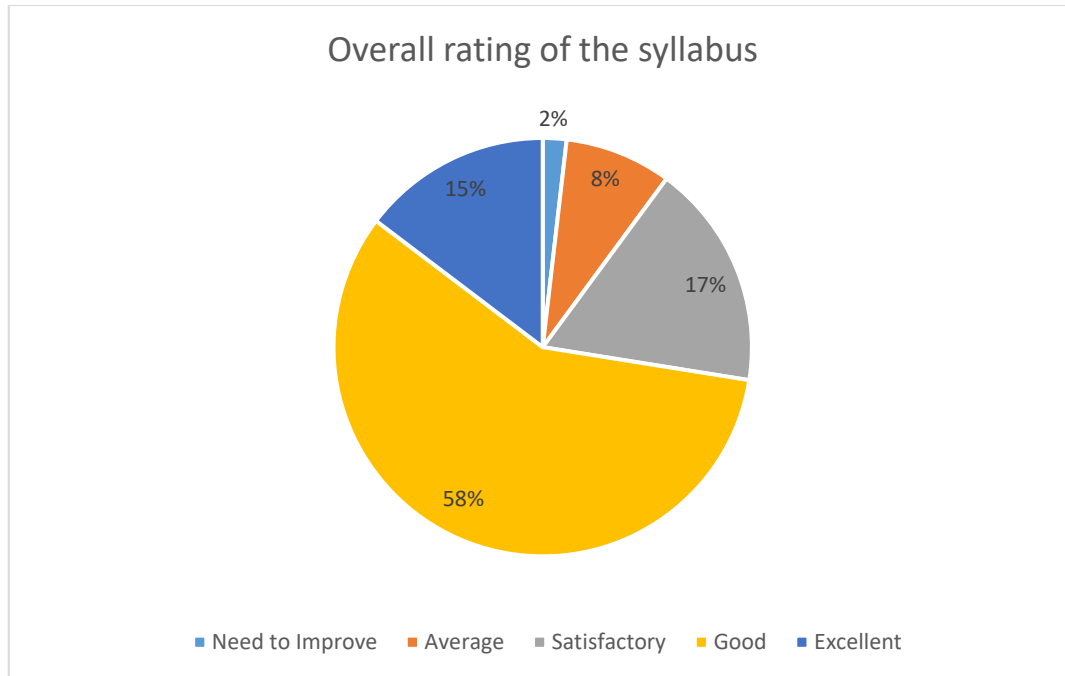


Figure 2: Percentage-wise Distribution of curriculum meeting students' expectations 2022-23

Figure 2 shows the graphical representation of the curriculum that meets the overall expectation of the students.

### 3.2 Feedback Analysis of Alumni Feedback on Curriculum

Feedback was collected from 10 alumni students for the academic year of 2022-23. The below figure shows the responses of alumni about the curriculum for the academic year of 2022-23.

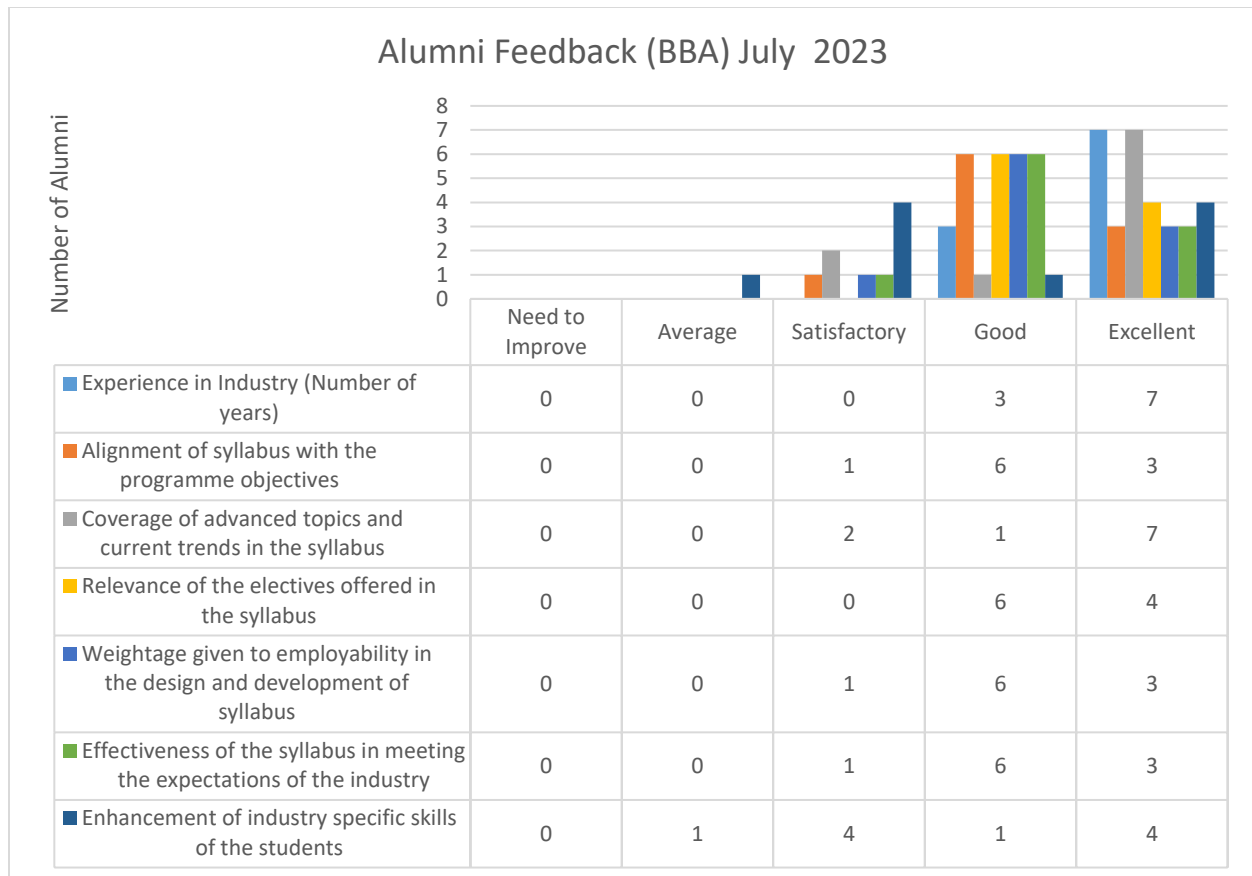


Figure 3: Graphical Representation of Alumni responses on Curriculum 2022-23

### 3.3 Feedback Analysis of Faculty Feedback on Curriculum

A total of 33 faculty members participated in the curriculum feedback process for the academic year of 2022-23. A detailed analysis of the teachers on the curriculum of the department is depicted in figure 4

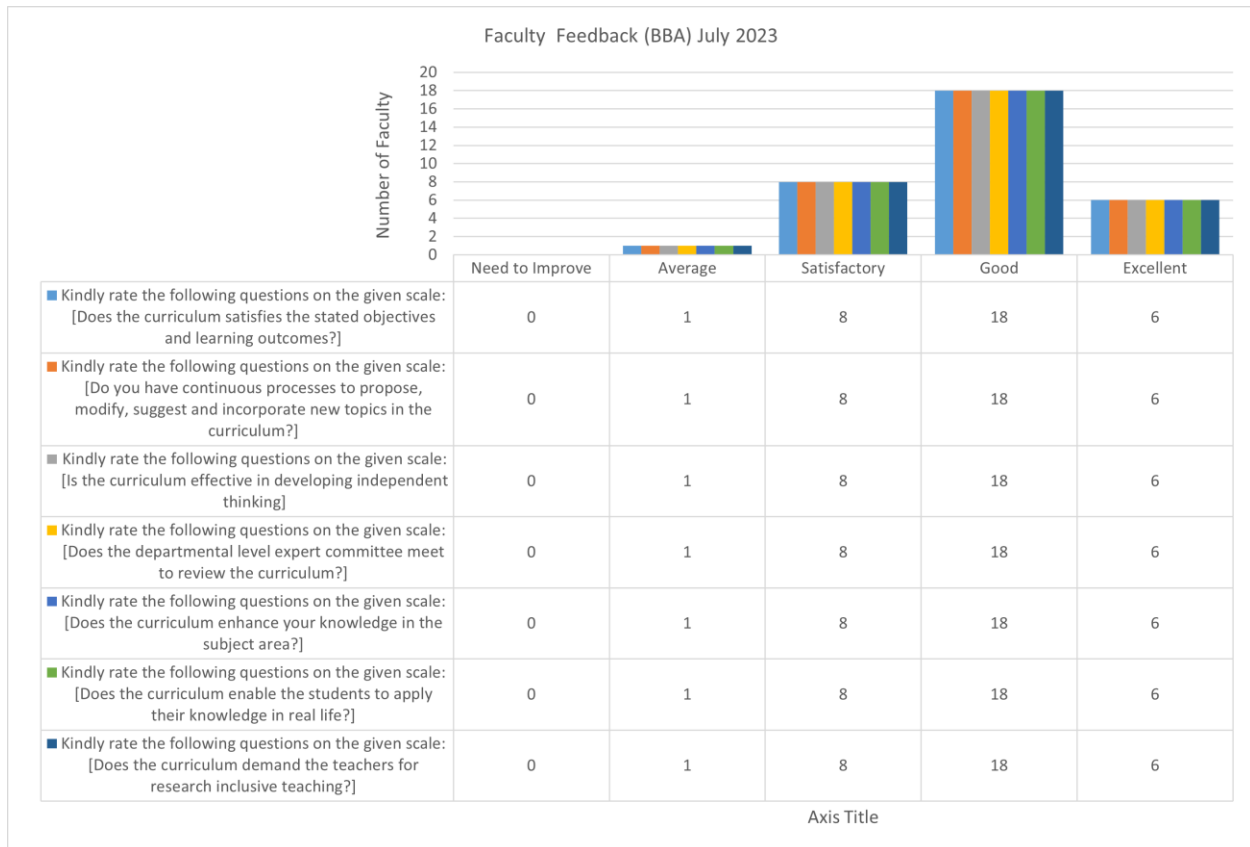


Figure 4: Graphical Representation of Faculty responses on Curriculum 2022-23

The above figure shows the pictorial representation of the feedback collected from the faculty members on the curriculum for the academic year 2022-23.

### 3.4 Feedback Analysis of Parent’s Feedback on Curriculum

The curriculum feedback of 2022-23 collected feedback from parents and the responses given by them were spread across the questions as shown in figure 5 below.

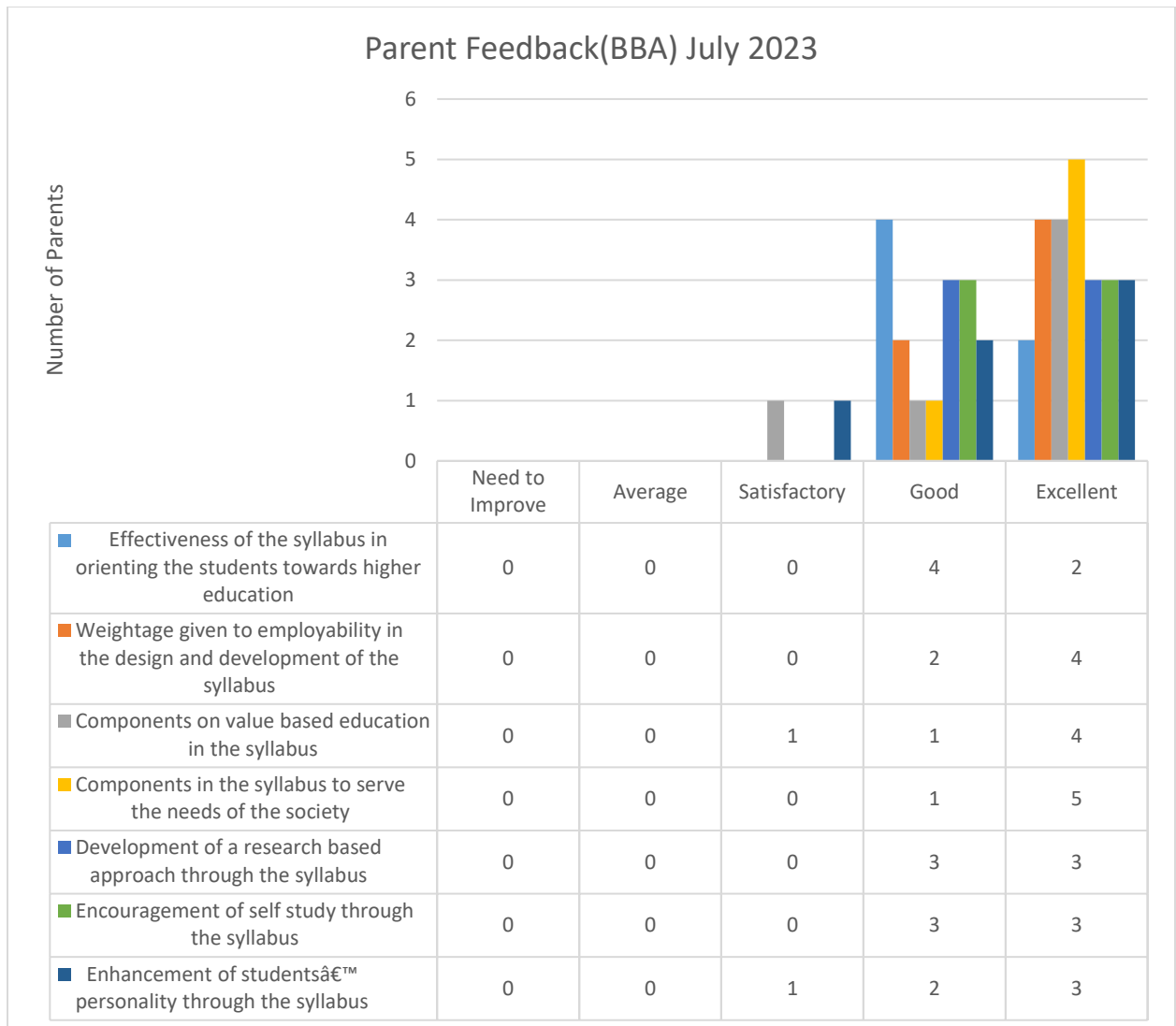
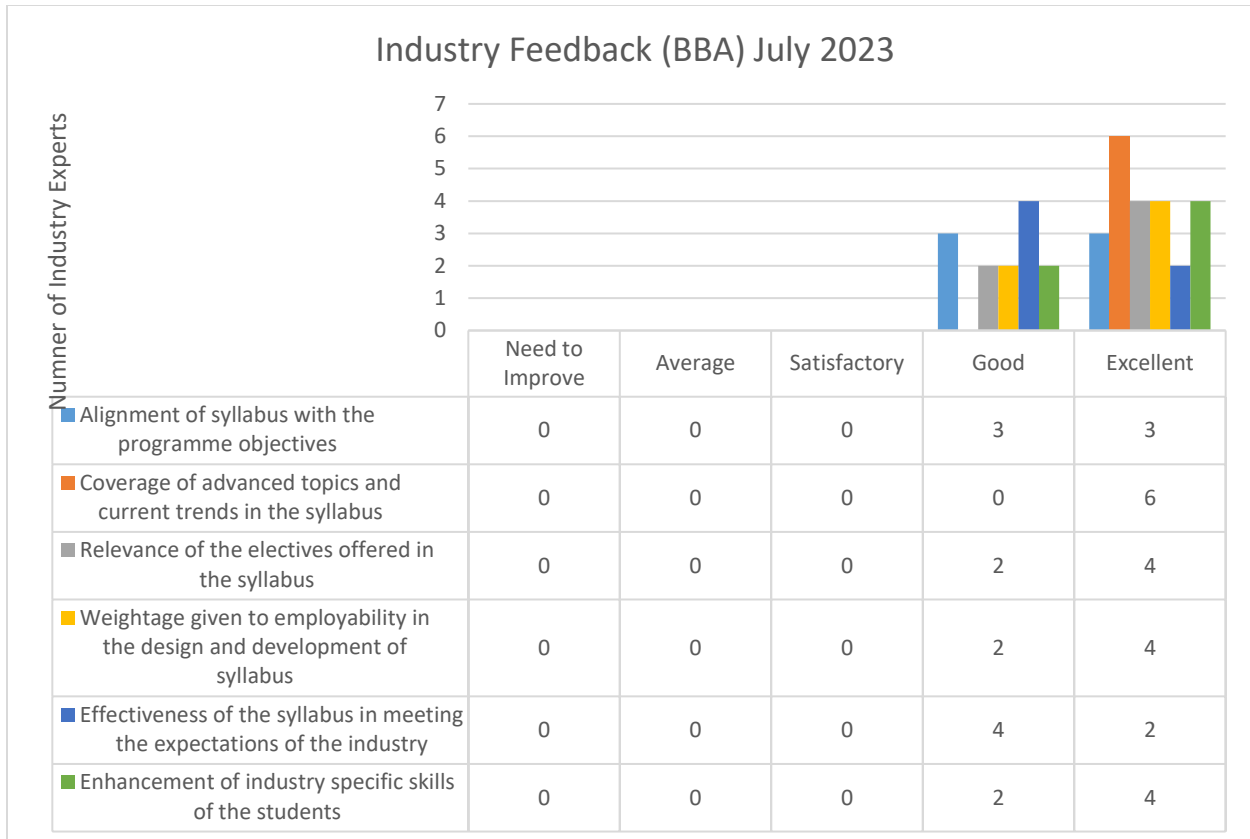


Figure 5: Graphical Representation of Parent responses on Curriculum 2022-23

### 3.5 Feedback Analysis of Industry Expert's Feedback on Curriculum

Feedback from industry experts was collected in the academic year of 2022-23 across the departments and the responses provided by them are analyzed as shown in the figure below.



#### 4. Summary of the Analysis of the Feedback from the Stakeholders

After gathering feedback from all stakeholders, several observations were made regarding the programs offered:

- Nearly all stakeholders expressed a desire for the curriculum to be more centered on current industry trends and relevant topics.
- As new programs are developed for the upcoming academic year, stakeholders anticipate a focus on emerging areas.
- Students particularly called for a more practical approach, with greater access to necessary tools and resources, especially in Business Analytics courses.
- Stakeholders also expect an increased emphasis on project-based and problem-based learning within the curriculum.

#### 5. Action Taken Based on the Feedback

In response to the feedback analysis and recommendations from various stakeholders, the Board of Studies (BOS) proposed the introduction or revision of courses and programs. The necessary content was updated, and new courses were introduced (as detailed in BOS Annexure 7), focusing on employability,

entrepreneurship, and skill development for subjects such as Management, Finance, HR, and others.

In the 2022-23 academic year, new value-added courses were introduced based on stakeholder feedback. Additionally, more industrial visits and field trips were planned to provide students with hands-on experiences.

This report presents the feedback analysis and actions taken for the 2022-23 academic year. These actions occur at the department level and extend beyond the points mentioned above. Each department thoroughly analyzes the feedback and implements more comprehensive actions in addition to the points highlighted in this report.

**CHRIST (Deemed to be University)**  
**School of Business and Management**  
**BOS Meeting Minutes**

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**Minutes of the Third Meeting of the Board of Studies in School of Business and Management held on 21 March 2022 at 1 pm on the at the Council Room, CHRIST (Deemed to be University)**

**In the Chair: Dr Jain Mathew**, Dean, School of Business and Management

**Members Present**

All members as per the attendance list were present

**Leave of Absence**

There was no leave of absence

**Declaration of Quorum and Calling the Meeting to Order**

The Chairperson declared the validity of the quorum and called the Meeting to Order.

At the outset the members were welcomed for attending the Third meeting of the Board of Studies of School of Business and Management by Dr Kerena Anand, Secretary to the BoS. She also introduced the external experts of the BoS.

The Chairperson Dr Jain Mathew gave the opening remarks and informed the Curriculum development procedure and the working of the Curriculum Development Committees CDCs at the Programme level. He appreciated the department teams working on the revision and updating of the curricula. He also expressed special thanks to the external experts for their presence.

Further to which the agenda was placed for the deliberations of the members.

**Matters on the Agenda**

**1. To confirm the Minutes of the Third Meeting held on 21 March 2022**

The minutes of the previous meeting of the Board of Studies as per Annexure A to the Notice was duly reviewed and approved by the Board.

It was noted that there were no matters arising out of the Minutes.

**2. Ratification of Approvals by Circular since previous BoS meeting**

Considered and ratified.

**3. To review the Results of the academic year 2021-22**

The Results Analysis of the End Trimester Examinations for Undergraduate and Post graduate courses was presented by the Program Chair Prof Krishna MC. The same was reviewed and approved by the BoS.

**4. To review the Evaluation System of the academic year 2020-21**

Prof Shrikumar presented the evaluation system being reviewed by the AOL team. Chairs of specialization and course cohort can choose exam mode based on assessment requirement for a course. Choice of mode for mid-term examination:

- a. Open Book - Course anchor to specify reference literature (print) during exam.
- b. Closed Book

Constructive assessment - CIAs designed to achieve learning outcomes.

Alignment of questions (mid-term and end-term) to Course Outcomes are defined in the respective course plans.

**5. To consider and approve the recommended changes in curriculum for the MBA Programme**

The Program Chair Prof Sirish C V presented the Vision, Mission, Program Learning Goals, Program Outcomes, and Program Structure of MBA. The Area chairs presented the curriculum changes and the Board of Studies reviewed the proposed changes in curriculum for all the specialisations as presented at the meeting. Having considered the validity of the reasons for the suggested changes, the Board approved the same.

**6. To consider and approve the recommended changes in curriculum for the following MBA(Executive Management) Programme**

Dr Jacob Joseph presented the Vision, Mission, Program Learning Goals, Program Outcomes, and Program Structure of MBA (Executive Management). The changes in the curriculum were presented. The Board went through the revised scheme and syllabus for MBA (Executive Management) programme and was approved.

**7. To consider and approve the recommended changes in curriculum for the following MTTM Programme**

The program objectives, the program outcomes pertaining to Professional Competence, Developing Leadership Qualities, Policy, Planning and Evaluation Techniques, Team work and Group Dynamics, Developing Interpersonal Skills, CRM Techniques, Experiential Learning & Environmental Consciousness were presented by Dr Suja John. Thereafter the course structure and the curriculum changes were also presented. The Board members considered and approved the syllabus for MTTM programme

**8. To consider and approve the recommended changes in curriculum for the following BBA Programme**

The program learning goals and the course structure was presented by the HoD Dr Amalanathan S. The value added courses were also indicated. The academic coordinator Dr Suresha B presented the curriculum changes and the board resolved to approve the curriculum and the syllabi offered.

**9. To consider and approve the recommended changes in curriculum for the following BBA Decision Science Programme**

The HoD Dr Amalanathan S presented the PLGs and the course structure of BBA Decision Science. The Program Coordinator Dr Boopathy S presented the revised scheme and syllabus



for BBA Decision Science programme designed in consensus with Mu Sigma. The Board approved the same.

**10. To consider and approve the recommended changes in curriculum for the following BBA (Honours), BBA (T&T), BBA (F&IB) & Semester Exchange Program Programme**

The program coordinators Dr Praveen Babu presented the curriculum changes of BBA (Honours). The proposed new programme BBA (Marketing and Analytics) was also presented and approved. Further the BBA (T & T) and BBA (F&IB) was presented by Prof Arjun B S and Dr Rajani Ramdas. T.

Dr Rajani further presented the Semester Exchange Program wherein Six BBA Honors students who are currently pursuing their 4th semester at Baldwin Wallace University (BW), USA and HAN University of Applied Sciences, Netherlands have chosen courses at their respective Host Universities. This will help the students seamlessly receive courses and credits obtained at BW and HAN on Christ University's 4th-semester mark sheet. The courses are applicable to all BBA students(except Tourism and Travel Management) of the School and it was passed in the BoS meeting.

**11. To consider and approve the recommended changes in curriculum for the following BBA Business Analytics Programme**

The program coordinator Dr Shubhashree P K presented the curriculum changes of BBA Business Analytics programme. The board approved the same.

**12. To consider and approve the recommended changes in curriculum for the following BBA Fintech Honours Programme**

The program coordinator Prof Ruchi Payal presented the curriculum changes of BBA Fintech Honours programme. The board reviewed and approved the same.

**13. To consider and approve the recommended changes in curriculum for the following Minor in Management Programme-School of Engineering**

The program coordinator Prof Arun R J presented the curriculum changes of Minor in Management Programme of School of Engineering. The board reviewed and approved the same.

**14. To consider and approve the recommended changes in curriculum for the following BHM Programme**

The Program Chair Dr Kerwin S Nigli presented the vision, mission and the Program learning goals of the BHM Programme. Prof Raj Barat, the program coordinator presented the curriculum changes and the student exchange programme.

The student exchange program details are as follows

Breda University of applied Sciences - Netherlands

Anish Vivek Padubidri - 2022512 - 4 Semester  
Geetanjali - 2022530 - 4 Semester  
Niyati Pradeep - 2022554 - 4 Semester

VIVES University Applied Science - Belgium  
Rishima - 1922552 - 6 Semester

**15. To consider and recommend the change in curriculum of PhD Programme**

Dr Elangovan N presented the details on the course work, proposal defense, synopsis defense and Thesis Evaluation. The members considered and approved the curriculum and course work of PhD programme.

**16. To consider and recommend the change in curriculum with The Army Service Corps (ASC) Centre and College**

Prof Shreekant Deshpande presented the program structure and the grading pattern of the ASC Programme. The Board of Studies members and the external experts considered and approved the syllabus for Diploma Programmes with The Army Service Corps (ASC) Centre and College. The MOU for Academic collaboration with ASC covers three levels of academic awards from CHRIST (deemed to be University) for army personnel, undergoing training in ASC campus, Bangalore, on voluntary basis.

**17. Review and suggest ways to enhance the quality and quantity of research and publications by students and faculty.**

The Coordinator for Research and Publications Dr Elangovan N presented the initiatives to enhance the quality and quantity of research and publications by students and faculty. Student & Faculty research, Dissertation, thesis, funded project (internal & external) and details pertaining to Publication in Research Journals & Presentation in Conferences were presented to the Board.

The BoS appreciated and approved the research and the publication activities of the School in the advancement of knowledge and its application.

**18. Presentation on PG Diploma in Management - Retail and Omnichannel by Dr V M P Thomas**

The program coordinator Dr (Col) V M P Thomas presented the curriculum changes of PG Diploma in Management - Retail and Omnichannel programme. The board reviewed and approved the same.

**19. Review and suggest modes of increasing external research projects and consultancy.**

The Head of Consultancy Prof Suresh A S presented the objectives, initiatives and the current status of the external research projects. The projects projections: June 22- March 23 were also deliberated to the BoS and was approved.

The following approach was presented to the Board for the approval

- Empanelment of individual faculty as independent assessor/consultants with Karnataka Government
- Empanelment of SBM/Christ University as Institutional partner with Karnataka government for consultancy/projects.
- Explore possibilities of tying up with Social /NGOS.
- Creation of research clusters at Specialization level
- Training of these research faculty clusters for Applying and submitting proposals for external research grants.

### **Feedback from the Professional Bodies**

Some of the valuable inputs include

1. Learning on different delivery models, platform based businesses and economics.
2. More emphasis on standards such as ISO, ESGs, etc.
3. Facilitating of cross availability of courses i.e., courses offered by one specialisation/area is made available to students of other specialisation/area
4. Need to look at the future of HR - de-centralised organisation; leading without authority, managing community of volunteers
5. Crisis communication to building organisation in/for crisis
6. Team to learn
7. Collaborative research across Schools

In addition, Prof PD Jose and Dr Anjula Gurtoo said that Harvard and MIT have managed to excel by focusing faculty on teaching, research, consultancy and service, and not having each faculty do all of them.

### **20. To consider any other matter with the permission of the Chair**

There were no other matters of concern

### **21. Summing up and Vote of Thanks**

The Associate Dean- School of Business and Management Dr Georgy Kurien presented the post event wrap up of the key takeaways of the event. He offered a token of gratitude and the experts were particularly thanked for their presence and valuable suggestions.

The Chairperson adjourned the meeting thanking all the participants.



**Dr Jain Mathew**  
**Chairperson**  
**Board of Studies**

